

The Lanes Day Nursery

Inspection report for early years provision

Unique Reference Number	206270
Inspection date	06 February 2008
Inspector	Jennifer Getty
Setting Address	155 High Lane Central, West Hallam, Ilkeston, Derbyshire, DE7 6HU
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Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

The Lanes Day Nursery opened in 1994. It operates from the two floors in a converted premises in the village of West Hallam, Derbyshire. There is a secure enclosed outdoor play area. The day nursery serves the local area and surrounding villages. The setting opens five days a week all year. Sessions are from 07.45 until 18.00.

There are currently 63 children from 11 months to four years four months on roll. This includes 17 children who receive funding for nursery education. The setting currently supports a number of children with learning difficulties and/or disabilities.

The setting employs 11 full-time and two part-time staff who work with the children. Most staff hold appropriate early years qualifications. One member of staff is currently working towards a recognised early years qualification.

The setting receives support from Derbyshire local authority and is a member of the Private Day Nursery Association.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's good health is promoted because staff and children follow strict hygiene policies. Children wash their hands at appropriate times in the day, for example, before eating and after messy play. Staff wear gloves and aprons when changing nappies, ensuring procedures are hygienic and prevent cross-contamination. In addition, linen is washed daily to ensure children who sleep during the day are provided with clean sheets. The setting is regularly cleaned and staff maintain cleanliness throughout the day, for example, toilets are checked and cleaned when necessary. The setting takes appropriate measures when children are ill or have an accident. There is a member of staff present who has a current first aid certificate and further members of staff are attending training in the near future. Accidents are recorded and signed by parents, promoting children's welfare, and written permission for emergency medical treatment is obtained. Medication is administered in accordance with the setting's clear policy which requires prior written permission from parents. Children who are ill do not attend the setting and children are cared for well until parents are able to collect them. Quiet areas for rest are created so that children are able to sleep according to their needs. Babies sleep in cots in the separate sleep room and are checked at regular intervals by staff. Younger children sleep on low beds in their rooms, whilst children who may be awake are engaged in activities such as reading.

Children are well nourished. They enjoy the range of home-cooked meals such as vegetable and cheese pie, pasta bake and fishcakes. Fruit is offered for snack and a light tea is provided in the afternoon. Babies are offered the same meals which are adapted to meet their needs. Information about children's dietary requirements and allergies are obtained from parents and displayed in the kitchen and children's rooms, ensuring that all staff are aware of children's health needs. Drinking water is available in children's rooms and cross-contamination in baby rooms is prevented because cups are sterilised and numbered. Children are learning about healthy living through a number of activities and younger children make large displays showing a variety of vegetables.

There are daily opportunities for children to have fresh air and enjoy physical activity outside. Young babies sometimes go for walks in pushchairs and they are able to play outside in the summer months. Children enjoy running around the play area and pretending the play house is a shop. They throw balls and skilfully manoeuvre the bikes and cars around the area, ensuring they do not bump into each other. There are opportunities for children to climb and balance during summer months, however, these are fewer at other times and challenge is not always offered to older children. When playing outside in cold weather, older children keep warm by suggesting they run around, jump and put their hoods up. They are developing an awareness of the changes in their body during activity.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The nursery has bright displays of their work and photographs of staff on the walls. The children are cared for in a welcoming environment that helps them feel secure and comfortable. The baby unit is situated upstairs with a separate sleep room and nappy changing area. There is a range of suitable equipment such as highchairs and cots to ensure babies' needs are met. The room is laid out so that they can access the toys easily and these are changed during the day to maintain their interest and offer stimulation to help them in their development. Children

from the age of 15 months are based downstairs in three rooms. Toys and resources that meet the developmental needs of the children are provided and changed routinely during the day. Older children enjoy sticking their work to the attractive displays. The kitchen is only accessed by staff, promoting children's safety, and doors are locked with security codes so children are not able to leave unsupervised. Staff are aware of who is entering the building and have good procedures in place to prevent unauthorised persons accessing the setting. The toilet cubicles are based in an open area next to the parents' entrance, which means there is little privacy for children as few children make use of the doors provided on some of the cubicles. However, younger children are accompanied by a member of staff which offers some protection.

There are risk assessments in place for the building and some activities such as water play in order to promote children's safety. Visitors are required to sign a book, ensuring staff are aware of who is on the premises so they can protect children. Children are collected safely as parents meet them in their base room and there are clear procedures in place in the case of another authorised person collecting children. Children's safety is further promoted as they develop an awareness of fire safety. Fire drills are practised and recorded regularly and fire safety equipment is checked. Permission is obtained from parents for children to use public transport on outings and safety precautions are taken, for example, there is a higher ratio of adults to children and first aid equipment is taken.

Children are protected because staff are aware of their role in child protection and there are clear procedures in place which they are able to put into practice when necessary. Policies refer to the current guidelines and the setting has the necessary government guideline information.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled in the nursery. They relate well to others, smiling and laughing as they play together. They form good relationships with their peers and adults, responding well to staff's interaction during play. Children are developing good levels of independence as they are confident to make decisions about their play, exploring and investigating their surroundings. Daily planning is in place for all age groups ensuring they are involved in a good range of activities that support their learning and development. Babies are making good progress and are gaining confidence as they move around the rooms accessing the resources. They have the opportunity to develop their physical skills as they use toys to practise climbing and standing up. They pick up small toys and post them through gaps, developing good fine muscle skills. Young children enjoy messy play and exploring different textures and materials, for example, playing with spaghetti, jelly and sand. They say 'quack quack' as they play with ducks in the water and practise colours and numbers as they make towers with blocks. Assessments of children's progress are maintained and these are given to the relevant key worker as children progress to the next room, ensuring consistency of care is provided.

Nursery Education

The quality of teaching and learning is good. Staff have a good knowledge of the Foundation Stage and provide a broad range of activities that promote children's learning and development. The use of time and resources is generally well managed because children respond well to the routines and staff are deployed so that there is consistent support in the focused activities. Planning is detailed and covers all areas of learning which are revisited regularly. Children benefit from the short-term planning that highlights the learning intentions of the activities and staff informally plan for differentiation to ensure children's varying needs are met. Planning

is flexible to allow children to make their own choices and develop their independence. Staff use good methods to help children progress, for example, open-ended questioning and additional resources are used to provide further support. Children's next steps of learning are considered when planning play opportunities to ensure they are making good progress towards the early learning goals. Observations are used to complete the assessment records which highlight the stepping stones achieved with a brief comment, samples of work or photographs to support this. However, observations are not always fully evaluative and older children are not always fully challenged. For example, there are missed opportunities to challenge older children when playing with the balls outside or in the role play area.

Children are confident to initiate their own play and to speak in the group during circle time. They play well together and take an interest in what their peers are doing, for example, children watch carefully as another child measures their footprint. Children are sometimes sensitive to the needs of others, saying 'do you want to play with me?' and taking turns when playing. They are developing good levels of independence as they take their coats off and put them on the pegs, and find their own aprons for messy play. They enjoy listening to familiar stories, recalling what comes next and discussing what is happening, for example, they know the jumper is for the monkey because 'it has long arms'. Older children look through books about animals as they play with the farm animals and other children have a rest in the book corner as they talk to each other. There are daily opportunities for mark-making and children are developing their emergent writing skills. Older children are forming recognisable letters as they write their name and they enjoy painting their name in large letters across the paper. However, there are fewer opportunities for children to link sounds to letters daily, limiting their progress in this area, although changes have been made since the last inspection. They use writing for different purposes as they draw pictures relating to the story they have read and label them, copying the word 'socks'. They take pride in their work and smile as the picture is put on the large display of a washing line.

Mathematical language is used every day and children are confident recognising written numbers and counting to 15. They discuss 'more' and 'less' as they compare the sizes of their feet and talk about measurements when weighing sugar when baking cakes. Children draw pictures and add them to the number line on the wall, saying that there is one more car now, and add them up to find how many cars there are altogether. They find the correct number and add it to the display. Other children count along and say 'there is no number 10' to staff. Children enjoy painting and make bold stripes of colour on the paper explaining that they are making a pattern. They are able to express their own ideas and feelings through a range of media and materials such as sand, flour and water, collage and paint. They enjoy pushing their hands through the flour and water mix, experimenting with the mixture as they try to pour it from a jug only to find it is too thick. They splash enthusiastically in the water with nets and rods trying to 'catch' the fish and carefully mix the cake mixture, taking it in turns and passing the bowl to the next person. Children are developing an interest in music and rhythm, requesting their favourite songs and doing all the actions as they sing along. They have good fine manipulative skills and are confident using scissors as they carefully cut out shapes. They can control their pencils and paintbrushes well to create a desired letter or shape. Children are interested and motivated to learn as they participate in most activities.

Helping children make a positive contribution

The provision is satisfactory.

Children are made welcome in the setting and their views and opinions are respected by staff. This means they are developing good levels of self-esteem. Relevant information is obtained

from parents as children join the nursery to ensure that appropriate care can be given. Babies' individual routines regarding sleep and feeding is requested and updated regularly to provide consistency of care. The settling-in procedures allow children to integrate at their own pace with good levels of support from staff. Staff work with parents and outside agencies to ensure children's continuing needs are met, consequently, children with learning difficulties and/or disabilities are well supported. Records are maintained and activities adapted to ensure appropriate care is given.

Children's spiritual, moral, social and cultural development is fostered. Children are generally well behaved. Younger children play well alongside each other, sharing toys and taking part in all activities. Older children are developing their understanding of the concept of sharing and staff offer appropriate support to help them learn how to manage their own behaviour. Children respond well to the regular praise and encouragement given by staff and there are suitable techniques, such as distraction, in place to promote good behaviour. There is a detailed policy for the management of behaviour, however, this does not include how the setting responds to bullying. This means that parents are not made aware of how children's welfare is supported in the event of bullying. There are some activities offered which promote children's developing awareness of the wider society, for example, children learn about festivals such as Chinese New Year. They learn about their local community as older children visit the local town. There are resources available which reflect a diverse society and posters depicting positive images of a variety of cultures and backgrounds are prominently displayed.

Parents receive an information pack about the nursery and the care of the children which outlines activities, meals, aims and aspects of safety. There is a daily exchange of information between staff and parents about children's routines through discussion and the use of diaries. Diaries show children's food intake, sleep times and activities done in the day. The notice board for parents displays information such as the snack menu. There is a clear complaints procedure in place, promoting children's welfare and safety.

The partnership with parents and carers of children in receipt of funding for early education is satisfactory. Parents are provided with a useful document outlining the areas of learning in the Foundation Stage. All planning is displayed so that parents are aware of the activities provided each day and information is exchanged with staff as they collect their child. Staff are implementing a new system to inform parents of children's general development at the end of the each topic. Progress records are maintained and these are available to see on request. There are few opportunities for parents to be involved in children's learning and to help children continue their learning at home.

Organisation

The organisation is good.

Overall children's needs are met. Children are cared for by adults who are vetted and there are strict recruitment and induction procedures in place, promoting their safety. The staff team are well qualified; they work collaboratively and show a commitment to continual professional development which effectively supports the care and learning of all children. The deployment of staff is carefully organised to ensure ratios are maintained and children are cared for appropriately. Space is generally well organised to promote children's enjoyment and learning, however, on occasion the number of activities provided results in areas becoming untidy, which means that children cannot always access the activities easily. Documentation and records are well maintained and updated as necessary, for example, there is a rigorous system in place

which records children's exact times of arrival and departure. Policies and procedures work well in practice to promote children's care, learning and enjoyment.

Leadership and management is good. The setting assesses its strengths and areas for improvement through an action plan. All staff contribute to planning and have ownership of the activities and routines offered. Staff work well together and exchange information about children as they move between rooms. This means that children are cared by staff who know them well and provide consistently good standards of care. Staff monitor the effectiveness of the activities provided in pre-school to ensure they are meeting the needs of the children. The setting has a commitment to the improvement of care and has taken steps to develop their knowledge and ideas regarding nursery education by visiting other settings. They have strong links with the local authority and work to develop the care provided.

Improvements since the last inspection

At the last inspection, in order to improve the standards of care, the setting was asked to ensure all documentation refers to current legislation and contains information which enables appropriate care to be given, and ensure that documentation is signed and shared with parents.

Children's welfare is promoted because the setting has addressed all the recommendations. Documentation is reviewed and has reference to current legislation. Registration forms include all the necessary information to allow appropriate care to be given, for example, languages spoken at home and religious beliefs. Parents sign the necessary records such as accident forms, and all policies and procedures are easily accessible. All records are available for parents to access if necessary.

At the last inspection, in order to improve the standards of nursery education, the setting was asked to continue to develop resources, planning and evaluation of activities; ensure children are not restricted to the planned topic; encourage children to link sounds to letters, use and develop mathematical language and use written text correctly.

The setting has addressed each recommendation promoting children's learning and development. New planning systems have been put in place which ensure all areas of learning are revisited frequently and highlight the learning intentions for the topic. Planning is based on topics, however, this is flexible so that children have free choice and they are able to complete activities as they wish. There are opportunities for children to link sounds and letters and they are encouraged to do so when writing their names and other words, although this remains an area for development. They are making good progress in writing and they are encouraged to use the written text correctly, for example, using capital letters at the beginning of words. Children frequently use mathematical language and there are many activities available which promote children's knowledge in this area. Activities are informally evaluated and adapted to meet the needs of the children. Resources are expanded where necessary to provide further learning experiences.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- develop the written statement on behaviour management to include bullying
- evaluate the organisation of space to allow for free movement between activities and ensure privacy for children in the toilet area.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- provide further opportunities for children to link sounds and letters daily, and to develop their climbing and balancing skills
- develop the use of observations to plan for next steps and provide further challenge for older children
- provide further opportunities for parents to become involved in children's learning.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk